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ABSTRACT

This report describes the development of the competency-based education system currently used in the Newport-Mesa (California) Unified School District. The system's four stages of development--covering philosophy, competencies, assessment, and curriculum--stretched over 15 years, and the philosophical impetus for developing such a system took root even earlier. Twenty-one specific activities and accomplishments of this developmental process are identified and discussed in this report. These activities included assessment of community needs, clarification of the schools' responsibilities in a statement of educational principles, the creation of teacher committees to develop continua of objectives in the 12 skill areas identified, the appointment of committees to prepare assessment items in the 12 areas, assessment at the district and student levels to monitor progress, the development of teacher and parent support packages, the selection and assessment of minimum graduation competencies, the specification of grade level and subject area competencies and tests, and the establishment of a remediation program. Samples of materials used in these activities, or used for clarifying or expressing the results of these activities, are appended as exhibits. (PGD)

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Newport-Mesa

Unified School District

MANAGING A COMPETENCY-BASED CURRICULUM and ASSESSMENT SYSTEM

1965–1985

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EA 018 534

MANAGING A COMPETENCY-BASED CURRICULUM AND ASSESSMENT SYSTEM

1965 - 1986

DATE	DEVELOPMENTAL COMPONENT	PAGE
1965		
1966	1. Instructional Tasks Project	1
1969	2. Statement of Educational Principles	1
1970	3. OBER	1
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Development of N-MUSD CBE System

The competency-based education (CBE) system that presently exists in the Newport-Mesa Unified School District was developed over the past 15 years. Although major work on objectives and item development did not begin until the early 70's, philosophical development of the system began with the 1965-66 school year. That was the year the school district began life as a new unified school district with a new Board of Trustees and a new Superintendent. The unification process took two elementary school districts and one union high school district and "unified" them into one district. The Board of Trustees began immediately to develop a philosophy relative to the education principles of the school district. This philosophy statement ultimately led to the development of the district's CBE system. Exhibit #1 (see page 7) provides an overview of the 15-year development process. The process has been broken down into four major developmental components: 1) philosophy 2) competencies 3) assessment 4) curriculum. The major accomplishments that occurred within each component are herein discussed briefly.

1. Instructional Tasks Project As the Board of Education began their deliberations relative to a statement of the educational principles of the school district, it became clear that more information was needed about the expectations of the community served by the school district. At that point federal monies were obtained (ESEA Title III) to fund a project which would attempt to determine the contributions that the community expected from its school district. This project, known as the Instructional Tasks Project, involved in-depth interviews with a stratified random sample of community members. The results were used by the Board of Education to develop a policy known as the "Statement of Educational Principles" (SEP). This policy was adopted in its final form in 1970.

2. Statement of Educational Principles The Statement of Educational Principles contains the concept that the primary responsibility of the school district is to educate youngsters in 12 skill and knowledge areas and that the responsibility for student development in such areas as physical, social, emotional, cultural, and ethical/moral is a shared responsibility with the home, church, school, and other community organizations. The 12 skill and knowledge areas outlined in the SEP are shown in Exhibit #2 (see page 9) In order to determine whether or not students were making reasonable progress in these skill and knowledge areas, the district then decided to undertake the process of describint each skill and knowledge area in specific goals and objectives. Thus began the process of determining specific competencies for students in the school district.

3. OBER In starting the task to develop a continuum of instructional objectives or competencies for each of the 12 skill and knowledge areas contained in the SEP, the district first looked to see what work had been accomplished outside of the district that might be adopted or adapted to the district's needs. At that time, Professors James Popham and Rod Skager were involved in efforts at the Center for the Study of Evaluation at UCLA to develop a continuum of instructional objectives in the area of reading, grades 1-6. This particular project was called System for Objective Based Evaluation-Reading (SOBE-R). A joint venture was developed between the school district and CSE that allowed the district to adapt the objectives and test items in SOBE-R to the district's needs. This first continuum of objectives in the area of elementary reading was called OBER (Objective-Based Evaluation--Reading).

4. Establishment of 12 SEP Committees At this point 12 teacher committees were established for the purpose of developing continuums of goals and objectives for each of the 12 skill and knowledge areas (one committee for reading, one committee for language systems, etc.). The chairperson of each committee was selected on an application/interview basis and was paid for extra time they put in over winter recess, spring recess, and

summer. Each committee chairperson was responsible for selecting his/her own committee. The committee in reading used information contained in the OBER project to begin their work. Committees had the opportunity to hire consultants on a short-term basis to assist them in the process of developing the objective continuums. The continuums for each of the 12 skill and knowledge areas were referred to as "universes."

5. Development of 12 SEP Universes The development of the continuums or universes of objectives for each of the 12 skill and knowledge areas was conducted by the teacher committees with coordination from the central office of the school district. In the early 1970's little work could be found (with the exception of OBER) that had been accomplished by individuals or agencies outside the school district that could be used in the district's efforts. As a result, the SEP committees, with the aid of consultants, started pretty much from a zero base to develop continuum of outcomes for each of the skill and knowledge areas. District seminars were held so that teacher representatives from each of the schools in the district could sit down with the teacher committees and discuss the development of the universes.

6. Establishment of 12 POE Committees As work continued on the SEP universes, the district began to think more seriously of assessment. Some initial district assessment had already taken place in the area of the reading universe using OBER assessment items. The effort to develop the assessment part of the district's CBE system was referred to as Program Outcome Evaluation (POE). Again, 12 teacher committees were established for the purpose of developing assessment items--one committee for each of the 12 skill and knowledge areas. A particular POE committee such as the POE Reading Committee would develop an item for an objective developed by the SEP Reading Committee. The item would then be sent back to the SEP committee to make sure the assessment item matched the objective. Through this process the committees orally discussed objectives in detail and rewrote them to clarify their intent. These were the forerunners of what were to be called item specifications in later years. Consultants were employed to put on item construction workshops for members of the POE committees in order to improve their expertise in this area. Since it was also discovered that high school students could develop satisfactory items, they assisted in the POE effort along with district teachers.

7. UAL Process As the district prepared for district-wide assessment in the SEP skill and knowledge areas, a process was begun that was referred to as UAL (understanding, acceptance, and level of assessment). In this process, school staff members were asked to look at all the objectives that had been written for a particular universe and indicate (1) whether or not they understood the objective, (2) whether or not they accepted the objective as an appropriate outcome for students, and (3) if the objective was appropriate, at what grade level should student assessment take place. Through the district-wide UAL, objectives were selected from each skill and knowledge area for the purpose of a district-wide assessment.

8. SEP District Assessment The district determined that it was interested in four levels of assessment (see Exhibit #3, page 10). The first major assessment program was undertaken to provide information at the district and school levels. It was decided that assessment in an SEP area would take place every two years with the information being used to determine achievement of objectives at the district and school levels. A matrix sampling approach was devised with item sampling being used on a 100% student sample. Particular grade levels at which assessment was to take place were determined by the UAL process as mentioned earlier. Normally assessment took place in three, four, or five grade levels out of the K-12 sequence. Items that were to be used in the assessment went through a refinement process which included three student tryouts (see Exhibit #4, page11). Exhibit #5 (page 12) is an example of how results were reported from the SEP district assessment program.

9. Student Progress Monitoring Once the SEP district assessment program was implemented, the district began work on the technology needed to have an assessment system that would provide individual student results which could be used to individualize instruction. The Student Progress Monitoring system (SPM) was developed. Individual teachers and school staffs were able to select specific objectives from the SEP universes, develop tests using items from the district item banks, and administer these tests to their students. Teachers also had the option of writing their own objectives and items and assessing students with a totally "home-grown" test instrument. Results were provided through the district test scoring office in a format that allowed the achievement on particular objectives to be monitored for each individual student. Exhibits 6 and 7, see pages 13 & 14) provide examples of the formats in which SPM results were reported.

10. Development of Teacher Support Packages At about the time that universe development was complete in the 12 subject areas and undergoing only cyclical and somewhat minor revision, the Development Lab received some queries by teachers on the meaning and instructional implications of specific objectives from one of the universes. A short-term project was initiated to demonstrate how a teacher might teach to these objectives. The forthcoming materials became the district's first real venture into the "how" of education, its first experiment in creating curriculum materials for teachers to illustrate instructional approaches. Although in the past curriculum projects had been accomplished with the help of district resources, the project proposals had normally originated at school sites and were accomplished to satisfy the specific needs of a principal, faculty, or group of students. Decentralization meant the proliferation of many customized products.

11. Selection and Development of Minimum Graduation Competencies With the impetus of impending Hart Bill legislation (AB 3408), the district began a project of some scope: to identify graduation competencies in all 12 skill and knowledge areas. Community leaders, parents, administrators, SEP committee chairpersons, and teachers were summoned to afternoon and evening meetings to discuss and select competencies for each subject area from our existing universes beginning with the obvious basics: reading, composition, and mathematics.

Since participants were both enthusiastic toward their task and confident in the abilities of Newport-Mesa students, these meetings resulted in fairly lengthy and ambitious lists of skills to be accomplished prior to graduation. To judge the appropriateness of such groups of objectives, tests were created and field-tested on a large number of students. Board members and members of the management team also submitted to being tested with item samplings from each subject area.

The results of this large-scale trial run served to dramatically separate the objectives which were clearly too difficult to consider as minimum or survival skills from those which were deemed appropriate. All secondary principals were then asked to select department chairpersons who would comprise final graduation proficiency selection committees. These teachers would also become the initial item writers from whose first efforts we would induce sets of item specifications and the "real" set of assessment items to be used. Exhibit #8 (page 15) provides an illustration of a single item specification.

12. Parent Support Packets Hart legislation prompted many pilot ideas. Among them was the idea that we should try to reinvolve parents in the reinforcement of basic skills. Several reading, mathematics, and composition objectives were selected from those lists generated at the district/community meetings several months before. Packets were created which provided games, activities, and skill-building exercises for use by parents and children in the home or during family outings. These packets were then

reviewed by some district teachers, parents, and administrators and were found to require an instructional component. Until appropriate revision could take place, these materials were judged to be unworthy of wide distribution.

13. Minimum Graduation Competencies Assessment By April, 1978, our Board of Education had adopted proficiencies in the three areas specified by Hart legislation--reading, composition, and computation--and had added a fourth skill area entitled mathematical systems. This existing Newport-Mesa universe of objectives extended basic computation into the realm of application such as problem solving and the like. Our collection of skills then had been expanded to include a new subject area and yet had been tailored by teachers from the original list of several hundred competencies to a much more manageable sixty:

10 Reading skills
6 Composition skills (including 2 writing samples)
25 Computational skills
19 Mathematical Systems skills

60 total competencies

Exhibit #9 on page 16 shows a concise listing of these competencies by short title as they appear on the information sheet that is sent with a student's permanent record card to other school districts.

The Board also adopted a mastery level of "100%" in the sense that each and every competency must be mastered. To drop one of the 60 minimum, essential skills would be to admit that these were not truly the "minimum." Leeway for error in the performance of both test developer and student was instead built into the passing standards for each individual skill. Since this magic percentage seemed reasonably set at 66 2/3, tests in all subject areas were constructed with items in multiples of three.

Administration of the tests was State-mandated to occur once in seventh through ninth grade and twice in tenth through twelfth. The district chose to test once at eighth grade and tenth grade on school time and to offer the tests twice more annually. These optional opportunities to test were to be provided on a Saturday in May and at the close of summer school. Because of the number of skills and the stiff "100%" expectation, such frequent opportunities for students to be reassessed seemed, and have proved to be, necessary.

A final policy approved by management was the "one-time" mastery of individual skills. Once a student has passed a particular competency, s/he is considered to have achieved mastery for graduation and is not asked to repeat or maintain mastery on that skill during future retests in that subject area. Exhibit #10 (pages 17, 18) is an excerpt from the district's Rules and Regulations Handbook codifying in more detail these testing decisions.

To manage this system a new historical scoring program--christened CBS 1--was developed to keep historical records on the sixty competencies required of each student. As would be expected, some displays of information on students bear great resemblance to previous SPM formats (see Exhibit #11, page 19) whereas others were designed to serve the specific needs of the new historical tracking. See Exhibits 12, page 20 (data mailer for parent) and 12a, page 21 (counselor printout available at each site).

Exhibit #13 on page 22 is a form used to follow up mailing of student results. Exhibit 13A on page 23 shows the form used in the parent conferences.

14. Minimum Graduation Competency Teacher Support Packets With the common school needs arising from common goals in the four subject areas, principals, teachers, and department chairpersons came forth with suggestions for products which would be needed to clarify the meaning of these goals to supplement classroom materials and to stock the remedial classroom or lab. These items, now disseminated widely, include:

ITEM SPECIFICATIONS AND SAMPLE TEST ITEM PACKETS

For each of the sixty proficiencies teachers received sample test items and detailed explanations of the scope of each skill. From these, teachers could translate tediously written instructional objectives, and those who wished could create practice tests from model items and shared recipes. Exhibit #8, referred to previously, is a page from the document for composition teachers and item writers.

BASIC SKILL REVIEW PACKETS

With the dedicated help of one particular high school math department (now an AB 65 planning school), review/remediation packets were devised for each of the forty-four math competencies. With these individualized materials this math department was able to implement a model math skills lab and to disseminate both the concept and the materials to the other high schools. All six high schools now staff a skills lab to be visited by students on a voluntary basis. Subsequently, a high-powered group of secondary reading and composition teachers developed parallel packages for the sixteen English competencies. Exhibit #14 (page 24) shows a typical table of contents from a Basic Skill Review Packet.

PROFICIENCY ASSISTANCE CATALOGUE

At the request of our upper grade proficiencies committee, a directory of existing district resources to assist instruction in the basics, grades 4-6, was developed for teachers at these grade levels. The catalogue includes worksheets and task cards available for duplication, recommended texts, workbooks, and a correlation to films and other media available at our District media center. Exhibit #15 (pages 25, 26) provides two sample pages from this catalogue to illustrate the resources collected for a single skill.

15. Selection and Development of Third and Fifth Grade Competencies and Tests From the fall of 1979 to February 1980, teachers participated in the selections of skills for grades K-6 and the development of tests for grades three and five. Both district tests are given annually. Exhibit #16 (page 27) is a chart showing minimum competency articulation in reading, grades four through high school.

16. Summer School Skills' Lab Program Beginning in the summer of 1980, the District Development Lab coordinated an objectives' based remedial program for middls and high school students who had not yet mastered all of the graduation proficiencies. To implement a truly individualized lab in English and math, the District made use of the existing Basic Skill Review Packets and supplemented these with exercises from published materials. The English lab, in particular, required an abundance of instruction and activites beyond the review packets themselves. These materials were categorized by objective and leveled (low, medium, high) according to difficulty. See Exhibit #17, page 28.)

17. Selection/Development of Kindergarten, First, Second, Fourth, and Sixth Grade Competencies and Tests Tests at Grades 1-6 were written and initially released as "optional" pre and posttests for the other elementary grade levels. In the subsequent year, these tests became mandated, with the results to be shared with parents at fall and spring parent conferences.

Kindergarten teachers met and selected basic skills which all District kindergarten teachers would be sure to teach and report to parents about. A District kindergarten report card was developed showing these skills. Other readiness skills besides pre-proficiencies were included. Kindergarten tests were not developed since testing is done individually using many good commercial test instruments.

18. Selection/Development of Grades 7-12 Social Studies Competencies and Tests With the successful implementation of K-12 competencies in three basic skill areas, the District's Board of Education announced that social studies was to be added as an area requiring mastery of competencies for graduation. Teacher committees worked with Social Studies curriculum objectives for nearly two years (1982-1983) to select eleven proficiencies. These skills cover subject matter in the areas of economics, geography, history, civics, and careers. One history skill requires an essay explaining the cause and effect influence of a geographical feature or an historical event. The District's historical tracking system now includes proficiency printouts which include social studies. See Exhibits 18 and 19, pages 29 and 30.

19. Development of Grades 7-12 Social Studies Teacher Support Packets As soon as the Grades 7-12 social studies skills were identified, resource teachers were hired to begin creating student and teacher aids to accomplish these tasks. The following items are now in use:

Social Studies Skill Review Packets

Like the Basic Skill Review Packets for English and math, these remedial documents are meant for high school students reattempting to master the social studies graduation proficiencies. The information is given in narrative form with exercises, quizzes, and tests to monitor student learning. These packets are used in summer school skills labs and skills labs on each high school campus.

Social Studies Middle School Target Teaching Lessons

These lessons are set up à la Madeleine Hunter and contain the necessary "input" and "checks for understanding" to help teachers in grades 7 and 8 teach units in proficiency areas where they lack expertise or appropriate texts. The first finished of these lessons deal with economics and consumer economics, two areas where our middle school teachers expressed a need for pertinent instructional materials. The lesson on political and cultural geography is in draft form with a civics lesson in progress.

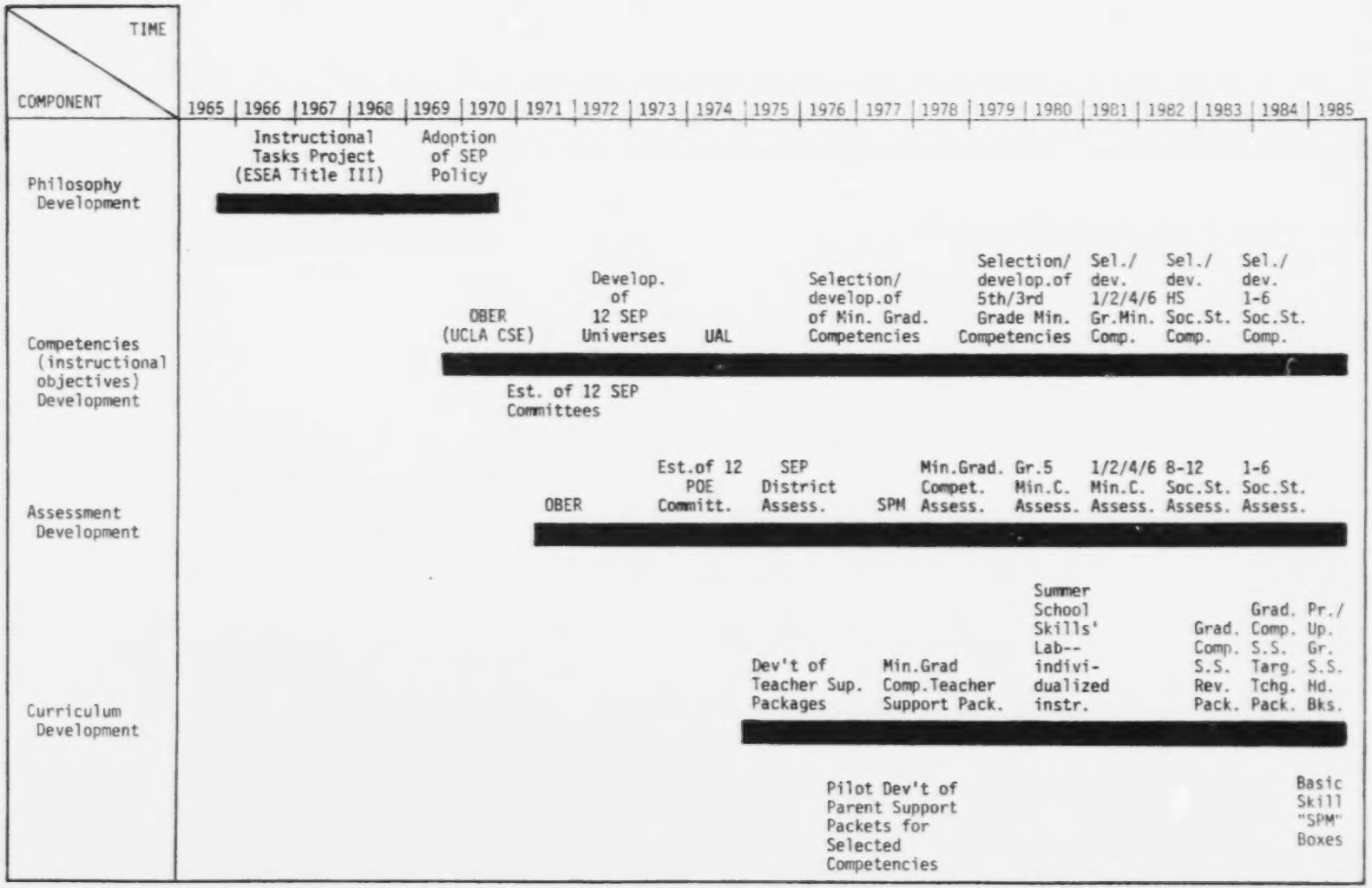
20. Selection/Development of Grades 1-6 Social Studies Competencies and Tests Using the same process as we did for selecting basic skills, teacher representatives from each school met to address the selection of preparatory social studies skills. Teachers wrote at least one competency--and usually more--for each of the eleven skill areas required at the secondary level for graduation. During the summer teachers applied to write tests to measure these skills. Teachers were chosen based on past experience and knowledge of the elementary social studies curriculum, and tests were written for fall and spring pre-and-post field testing.

21. Development of Grades 1-6 Teacher Support Materials

. "SPM" Boxes After basic skill competencies had been in place for a year or two, our district's mentor teachers suggested a project to promote the sharing of instructional materials designed to practice these basic skills. The Development Lab became a clearing house for these materials as teachers sent them. Drills and exercises were reviewed for how well they matched each competency; they were edited and retyped as necessary. Complete sets of these materials were printed for each school by grade level and filed in labeled manila folders within cardboard display boxes. The title "SPM" was given to these sets because it communicated to teachers using the now defunct title of our first basic skill testing program.

. Social Studies Teacher Handbooks, Grades 1-6 These handbooks were written at the suggestion of several dedicated elementary teachers of social studies who saw the weaknesses and deficiencies in the texts and other materials available to our teachers. Although new texts had recently been adopted, no single series covered all of the selected skills. In the case of the careers and the economics areas, often no text treated the concepts at all. Hence, the handbooks were created, using a "target teaching" format. Each skill provides the "input" or information which the teacher must communicate to students, gives classroom practice activities, dittoable worksheets for extended practice and, in many cases, quizzes or tests to measure mastery of the skill. Where appropriate, relevant art/assembly projects are also included.

DEVELOPMENT OF N-MUSD CBE SYSTEM


TIME
COMPONENT
1965 1966 1967 1968 1969 1970 1971 1972 1973 1974 1975 1976 1977 1978 1979 1980 1981 1982 1983 1984 1985
Instructional Tasks Project (ESEA Title III)
Adoption of SEP Policy
Philosophy Development
OBER (UCLA CSE)
Develop. of 12 SEP Universes
UAL
Selection/ develop.of of Min. Grad. Competencies
Selection/ develop.of 5th/3rd Grade Min. Competencies
Sel./ dev. 1/2/4/6 Gr.Min. Comp.
Sel./ dev. HS Soc.St. Comp.
Sel./ dev. 1-6 Soc.St. Comp.
Competencies (instructional objectives) Development
Est. of 12 SEP Committees
OBER
Est.of 12 POE Committ.
SEP District Assess.
SPM
Min.Grad. Compet. Assess.
Gr.5 Min.C. Assess.
1/2/4/6 Min.C. Assess.
8-12 Soc.St. Assess.
1-6 Soc.St. Assess.
Assessment Development
Dev't of Teacher Sup. Packages
Min.Grad Comp.Teacher Support Pack.
Summer School Skills' Lab-- indivi-dualized instr.
Grad. Comp. S.S. Rev. Pack.
Grad. Comp. S.S. Targ. Tchg. Pack.
Pr./ Up. Gr. S.S. Hd. Bks.
Curriculum Development
Pilot Dev't of Parent Support Packets for Selected Competencies
Basic Skill "SPM" Boxes

-8-

EXHIBIT #1

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S. E. P.

CURRICULUM UNIVERSES

(Twelve skill and knowledge areas)

READING (608)*

COMPUTATIONAL SKILLS (100)

MATHEMATICAL SYSTEMS (409)

COMPOSITION (164)

LANGUAGE SYSTEMS (254)

SOCIAL STUDIES (501)

SCIENCE (383)

FINE and PRACTICAL ARTS (753)

SPEAKING (144)

THINKING (140)

LISTENING (201)

DOING

*number of performance objectives comprising the universe

FOUR LEVELS OF ASSESSMENT

DISTRICT ASSESSMENT

1. Test administered to a sample of district-wide student population.
2. Results generalized to district population
3. Data used to report district achievement.
4. Data used to report district progress from assessment to assessment.
5. Results used to guide district-wide curriculum and instruction programs.
6. Data interfaced with school and classroom data on district objectives.

SCHOOL ASSESSMENT

1. Test administered to sample of school-wide student population.
2. Results generalized to school population
3. Data used to report school achievement.
4. Data used to report school progress from assessment to assessment.
5. Results used to guide school-wide curriculum and instruction programs.
6. Data interfaced with classroom data on school objectives.

CLASSROOM ASSESSMENT

1. Test administered to sample of classroom population.
2. Results generalized to classroom population.
3. Data used to report classroom achievement.
4. Data used to report classroom progress from assessment to assessment.
5. Results used to guide classroom curriculum and instruction program.

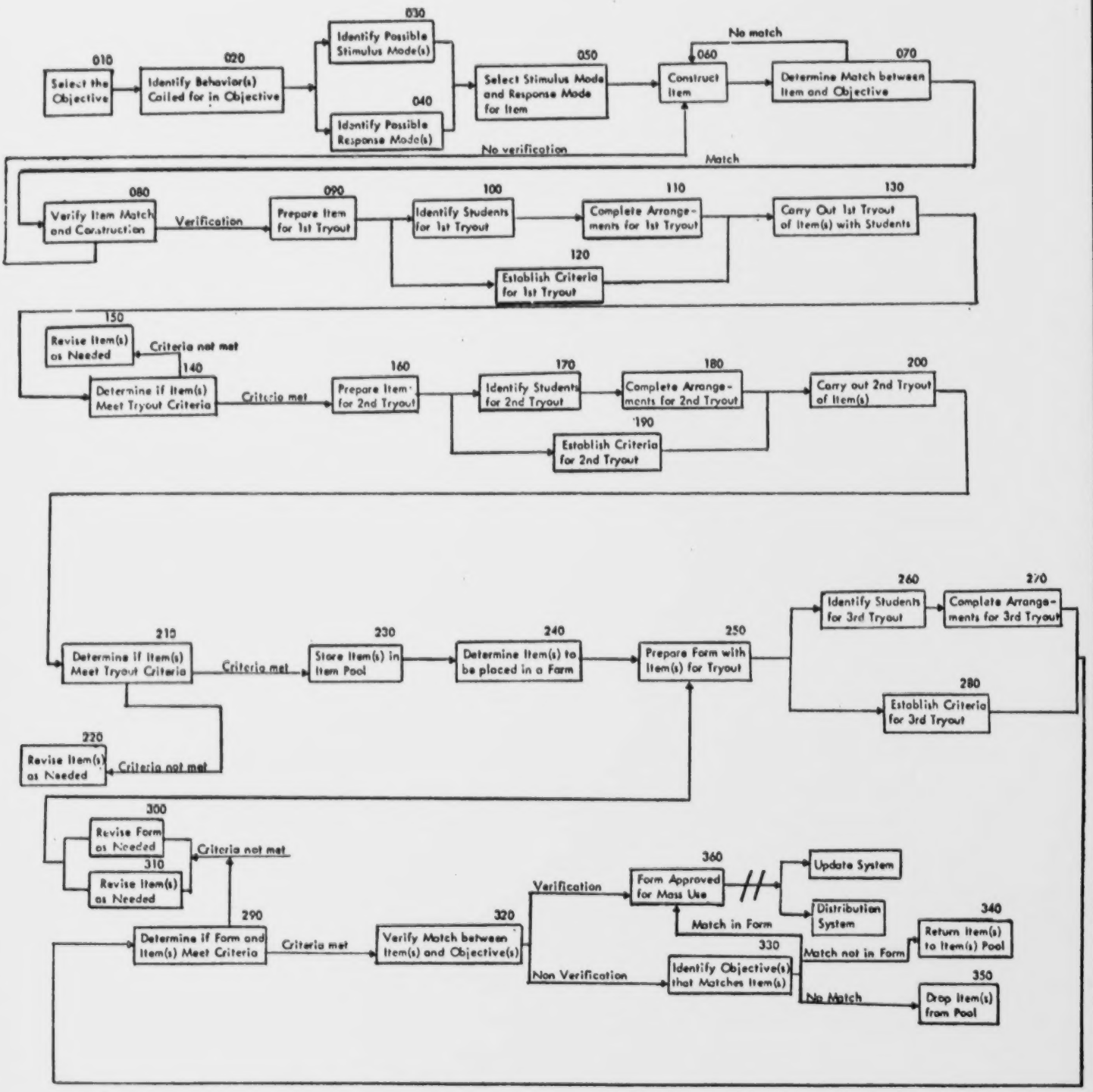
STUDENT ASSESSMENT

1. Test administered to every member of student population.
2. Results generalized to the individual student.
3. Data used to report student achievement.
4. Data used to report student progress from assessment to assessment.
5. Results used to individualize instruction.

September, 1973
Revised December, 1976

EXHIBIT #4

Overall Steps in the Production of POE Assessment Items



7/10/72

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STATEMENT OF EDUCATIONAL PRINCIPLES ASSESSMENT
EVALUATION REPORT

SCHOOL ELEM GRADE 3 MAY 1975

		%CR	%WG	%NR	GRAPH OF % CORRECT
BEP AREA: READING					
CATEGORY 2.0 Decoding Skills		79	20	1	
SUB-CATEGORY 2. 1	The learner will recognize and Use Letters of the Alphabet.	81	19		
GOAL 2. 1. 3	The learner will recognize alphabetical order.	72	27	2	
OBJECTIVE 2. 1. 3. 5	Given a set of five words, the learner will number them to show alphabetical order.	49	49	3	
GOAL 2. 1. 5	The learner will use letters.	49	49	3	
OBJECTIVE 2. 1. 5. 7	Given a word in manuscript, the learner will write it in cursive.	98	2		
SUB-CATEGORY 2. 2	The learner will recognize Sound-Symbol Relationships (Phonics).	98	2		
GOAL 2. 2. 6	The learner will indicate final consonant digraphs.	83	17		
OBJECTIVE 2. 2. 6. 4	Given a list of four words, the learner will mark two words ending with a consonant digraph sound.	100			
GOAL 2. 2. 8	The learner will indicate initial consonant blends.	100			
OBJECTIVE 2. 2. 8. 4	Given a written word beginning with an initial consonant blend, the learner will write two other words beginning with the same initial consonant blend.	100			
GOAL 2. 2.11	The learner will indicate short vowel sounds.	68	32		
OBJECTIVE 2. 2.11. 8	The learner will indicate from given written words those containing short vowel sounds.	68	32		
GOAL 2. 2.12	The learner will indicate long vowel sounds.	70	30		
OBJECTIVE 2. 2.12. 8	The learner will mark from given written words those containing long vowel sounds.	70	30		
GOAL 2. 2.14	The learner will indicate vowel dipthongs.	77	23		
OBJECTIVE 2. 2.14. 2	Given pairs of written words, the learner will mark those pairs containing the same dipthong sound.	77	23		
GOAL 2. 2.15	The learner will identify silent letters.	92	8		
OBJECTIVE 2. 2.15. 2	The learner will mark the silent letters in a given list of words.	92	8		
SUB-CATEGORY 2. 3	The learner will apply rules of Spelling and Mechanics.	83	17		
GOAL 2. 3. 4	The learner will apply rules of punctuation and capitalization.	83	17		
OBJECTIVE 2. 3. 4. 3	The learner will write in missing ending punctuation marks in three given sentences.	58	43		
OBJECTIVE 2. 3. 4. 6	The learner will write in missing beginning capitalization in three given sentences.	97	3		
SUB-CATEGORY 2. 4	The learner will recognize the Division of Words into Units of Meaning (Structural Analysis).	80	20		

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EXHIBIT #6

CBS590-IMR 76 ITEM MASTERY REPORT PAGE: 1
TEST: 39 TEST DATES: CUMULATIVE GRADE: 09 ASSESSMENT: 3 04/19/84 14:13
GRAD PROF: SPECIAL EDUCATION

6984 SCOTT STUART

SUBTEST: 1 GP - SPEC ED: RDG

OBJECTIVE	TITLE	POSSIBLE	REQUIRED	MASTERED	MASTERY STATUS
GP.01.001	MULTIPLE-MEANING WORDS (USING CONTEXT CLUES)	6	4	0	NOT MASTERED
GP.01.002	MAIN IDEA	3	2	0	NOT MASTERED
GP.01.003	SPECIFIC DETAILS	3	2	0	NOT MASTERED
GP.01.004	EVENTS IN ORDER	3	2	1	NOT MASTERED
GP.01.005	CAUSE/EFFECT	3	2	1	NOT MASTERED
GP.01.006	INFERENCE	3	2	1	NOT MASTERED
GP.01.007	FACT VS. OPINION	6	4	0	NOT MASTERED
GP.01.008	USING THE NEWSPAPER	6	4	0	NOT MASTERED
GP.01.009	FILLING OUT FORMS/APPLICATIONS	6	4	3	NOT MASTERED
GP.01.010	ALPHABETICAL ORDER	3	2	0	NOT MASTERED

SUBTEST: 2 GP - SPEC ED: CMP

OBJECTIVE	TITLE	POSSIBLE	REQUIRED	MASTERED	MASTERY STATUS
GP.02.001	NUMERAL NAME	3	2	0	NOT MASTERED
GP.02.002	ADD SUBTRACT WHOLE NUMBERS (5 OR LESS)	3	2	0	NOT MASTERED
GP.02.003	MULTIPLY SINGLE DIGITS	3	2	0	NOT MASTERED
GP.02.004	ADD ANY WHOLE NUMBERS	3	2	0	NOT MASTERED
GP.02.005	SUBTRACT ANY WHOLE NUMBERS	3	2	0	NOT MASTERED
GP.02.006	MULTIPLY FACTORS (10-100)	3	2	0	NOT MASTERED
GP.02.007	DIVIDE (ONE-DIGIT DIVISOR)	3	2	0	NOT MASTERED
GP.02.008	DIVIDE ANY WHOLE NUMBERS	3	2	0	NOT MASTERED
GP.02.009	ADD FRACTIONS WITH LIKE DENOMINATORS (SUM OF 1 OR LESS)	3	2	0	NOT MASTERED
GP.02.010	ADD FRACTIONS WITH LIKE DENOMINATORS (SUM OF 1 OR MORE)	3	2	3	MASTERED
GP.02.011	ADD FRACTIONS WITH UNLIKE DENOMINATORS (SUM OF 1 OR LESS)	3	2	3	MASTERED
GP.02.012	SUBTRACT PROPER FRACTIONS, LIKE DENOMINATORS	3	2	1	NOT MASTERED
GP.02.013	SUBTRACT MIXED FRACTIONS, LIKE DENOMINATORS	3	2	0	NOT MASTERED
GP.02.014	SUBTRACT PROPER FRACTIONS FROM WHOLE NUMBERS	3	2	0	NOT MASTERED
GP.02.015	MULTIPLY WHOLE NUMBERS, PROPER FRACTIONS	3	2	0	NOT MASTERED
GP.02.016	MULTIPLY PROPER FRACTIONS	3	2	0	NOT MASTERED
GP.02.017	MULTIPLY WHOLE/MIXED NUMBERS	3	2	3	MASTERED
GP.02.018	ADD DECIMAL FRACTIONS	3	2	2	MASTERED
GP.02.019	SUBTRACT DECIMAL FRACTIONS	3	2	0	NOT MASTERED
GP.02.020	MULTIPLY DECIMAL FRACTIONS	3	2	0	NOT MASTERED
GP.02.021	DIVIDE DECIMAL BY WHOLE NUMBER	3	2	0	NOT MASTERED
GP.02.022	DIVIDE DECIMAL BY DECIMAL	3	2	0	NOT MASTERED
GP.02.023	DIVIDE WHOLE NUMBER BY DECIMAL	3	2	0	NOT MASTERED
GP.04.020	COMMON FRACTION TO A PERCENT	3	2	1	NOT MASTERED
GP.04.021	COMMON INTEGRAL PERCENT	3	2	0	NOT MASTERED

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CRS530-CPR 35 CURRENT PROFICIENCY REPORT (ALPHA BY SEQUENCE) PAGE: 1
TEST: 3 TEST DATES: CUMULATIVE GRADE: 03 SUBTEST: 1 SEQ#: 7 ASSESSMENT: 1 11/07/84 10:43
NMUSD BASIC SKILLS TEST: GR 3 BASIC SKILLS RDN-A: GR 3 OBJECTIVES: 19
DELETED STUDENTS EXCLUDED, LEP/NEP STUDENTS EXCLUDED, STUDENTS WITH INSTRUCTIONAL SETTING EXCLUDED

OBJECTIVES

S	STUDENT ID	NAME	03 01 001	03 01 002	03 01 003	03 01 004	03 01 005	03 01 006	03 01 007	03 01 008	03 01 009	03 01 010	03 01 064	03 01 065	03 01 066	03 01 067	03 01 068	03 01 069	03 01 070	03 01 071	03 01 072	NUM MAST	PCNT MAST
A	39280	MICHELLE KATHLEEN	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M		M		17	89
A	28476	CARL LOREN	M	M	M	M	M	M	M		M	M	M	M	M					M		13	68
A	25269	CHRISTINE M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M		M		17	89
A	37088	MARIA MMM			M	M	M		M	M	M		M	M	M	M	M	M				12	63
A	26910	KORENA JEAN	M	M	M	M	M	M	M	M	M	M	M		M	M	M	M				15	78
A	39274	MELANIE BETH		M	M	M		M		M	M	M	M	M	M	M	M	M		M	M	15	78
A	32727	SHAWNA ROCHELLE		M	M	M			M		M											5	26
A	24727	JOSHUA LAWSON	M		M	M	M	M	M		M	M	M	M	M	M	M	M	M	M		16	84
A	25265	JOHN ANTHONY	M		M	M	M	M	M		M		M			M	M	M	M	M	M	14	73
A	27009	DARCY RENEE			M		M				M	M					M	M		M	M	8	42
A	30545	CLAUDIA	M	M	M			M		M	M	M		M		M	M	M		M	M	13	68
A	25271	TRACIE ANN	M	M	M	M	M		M	M	M	M	M			M	M	M	M	M	M	16	84
A	21739	NAZLY	M	M	M	M	M		M	M	M	M	M		M	M	M	M	M	M	M	17	89
A	7251	MICAH BRENT			M	M	M	M	M	M	M	M			M					M	M	11	57
A	36371	SHANE MICHEAL	M		M		M	M	M	M	M			M		M	M	M	M	M		13	68
A	25259	SHANE CHRISTIAN	M		M	M	M	M	M	M	M	M	M	M	M	M	M			M		15	78
A	40154	MARC WAYNE	M		M	M	M	M	M	M	M	M	M	M	M	M	M	M				15	78
A	39025	VINCENT PALLARES																				0	0
A	27379	AMBER LYNNETTE	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M			M		16	84
A	40413	APRIL ELIZABETH		M	M	M	M	M	M	M	M	M	M		M	M	M	M	M	M		16	84
		# STUDENTS MASTERED:	13	11	19	16	16	14	16	14	19	15	14	11	13	15	16	14	6	15	7		
		% STUDENTS MASTERED:	65	55	95	80	80	70	80	70	95	75	70	55	65	75	80	70	30	75	35		

TOTAL STUDENTS: 20

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EXHIBIT #8

SAMPLE ITEM AND ITEM SPECIFICATIONS FOR:

COMPOSITION 90.52.2.5D2 or PUNCTUATION--APOSTROPHES TO SHOW POSSESSION

SAMPLE ITEM:

STIMULUS	Directions: Choose the item which is CORRECTLY punctuated.
STIMULUS & RESPONSES	A. The three girls coats were wool. B. The three girl's coats were wool. C. The three girls' coats were wool.

Answer: C

ITEM SPECIFICATIONS:

Stimulus and Response Attributes:

1. The student will be given a simple sentence containing a singular or plural possessive.

2. The following uses of the apostrophe will be tested:

   2.1 To form the possessive of a SINGULAR NOUN or PRONOUN, e.g., baby's toy, woman's dress, someone's notebook

   2.2 To form the possessive of a REGULAR PLURAL NOUN (ending in s), e.g., girls' hats, ladies' hats

   2.3 To form the possessive of an IRREGULAR PLURAL NOUN (not ending in s). These will be confined to frequently-used irregulars: men, women, and children. Examples: children's toys, men's department

3. Items measuring regular singular or plural possessives must use an article/determiner (a, this, these) or a number (e.g., two, three, etc.) before the noun to clarify whether the meaning is singular or plural. See sample item.

4. No item measuring the plural possessive will offer incorrect pluralizations as alternatives since this involves another skill. A student would never have to choose between ladys' and ladies', for example. All three alternatives would present the same plural, ladies, with variations in apostrophe only.

5. In any set of 18 items measuring punctuation, three will involve APOSTROPHES TO SHOW POSSESSION.

6. The correct response will be the sentence containing correct apostrophe placement as determined by the context.

7. Two distractors will be given. These will be any two of the following types:

   7.1 The apostrophe is misplaced to form a singular when the context calls for a plural or vice versa. See sample, choice B.

   7.2 The apostrophe is omitted entirely. See sample, choice A.

EXHIBIT #9

NEWPORT-MESA UNIFIED SCHOOL DISTRICT

Minimum Graduation Proficiency Requirements

In compliance with California legal requirements, this school district requires that students graduating from high school after June, 1980, demonstrate mastery of certain skills in the area of Reading, Mathematics, and Composition that have been adopted by our Board of Education. The student must master all sixty of these skills before receiving a diploma from the school district. The sixty skills are grouped into six categories or sub-tests as indicated. As a student masters all of the skills in a particular category, a 1/2" x 3-1/2" label is placed on the permanent record card indicating that all objectives were passed in that particular skill category. This means that a student may have between 0 and 6 labels on the permanent card. If a student has six such labels affixed to the permanent record card, then s/he has demonstrated mastery of all sixty skills.

READING (RDG): 10 Skills

- Multiple-meaning words (using context clues)
- Main idea
- Specific details
- Events in order
- Cause/effect
- Inference
- Fact vs. opinion
- Using the newspaper
- Filling out forms/applications
- Alphabetical order

COMPOSITION (CPS) 4 Skills

- Spelling
- Capitalization
- Punctuation
- Usage

COMPUTATION (CMP): 25 Skills

- Numeral name
- Add/Subtract whole numbers (5 or less)
- Multiply single digits
- Add/Subtract any whole numbers
- Multiply factors (10 through 100)
- Divide one-digit numbers
- Divide whole numbers
- Add fractions with like denominators (sum of 1 or less)
- Add fractions with like denominators (sum of 1 or more)
- Add fractions with unlike denominators (sum of 1 or less)
- Subtract proper fractions, like denominators
- Subtract mixed fractions, like denominators
- Subtract proper fractions from whole numbers
- Multiply whole numbers/proper fractions
- Multiply proper fractions
- Multiply whole/mixed numbers
- Add/.Subtract/.Multiply decimal fractions
- Divide decimals by whole numbers
- Divide decimals by decimals
- Divide whole numbers by decimals
- Common fraction to a percent
- Common integral percent

MATHEMATICAL SYSTEMS(MATH): 19 Skills

- Whole number: digit place value
- Decimal: digit place value
- Line segment: fraction
- Fractions to decimals
- Reading a thermometer
- Reading a scale
- Units of measurement
- Length of line segment
- Finding perimeter
- Finding volume
- Finding area
- Word problem: selecting operation
- Word problem: one operation, whole number
- Word problem: one or more operations
- Sales tax and selling price
- Simple yearly interest
- Finding total expenditure
- Determining change
- Finding total salary

WRITING SAMPLE - BUSINESS LETTER (WS-BL)

- Business Letter (applying for a job)

WRITING SAMPLE - THEME (WS-TH)

- Composition (unified around a central idea)

JONES, JOHNNY P. PF8081:0080
GRAD PROF:MTH-A PASSED - 10-10-78

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NEWPORT-MESA UNIFIED SCHOOL DISTRICT 5220.1

RULES AND REGULATIONS

HIGH SCHOOL GRADUATION REQUIREMENTS

1.0 Minimum Requirements for Graduation from Newport-Mesa Unified School District:

1.1 Each regular program student must still earn at least 200 units of credit (as specified by N-MUSD Policy No. 5220) and demonstrate standards of proficiency in reading comprehension, composition (writing), computational skills, and mathematical systems as adopted by the Board of Education.

1.2 Each student designated as a "learning disabled" student according to provisions of the Hart Bill will demonstrate standards of proficiency in reading comprehension, composition (writing), computational skills, and mathematical systems according to the criteria established for him/her by the eligibility/planning committee.

2.0 Demonstration of Standards of Proficiency in Each Achievement Area:

2.1 There are four skill and knowledge (achievement) areas in which a student must demonstrate standards of proficiency: reading comprehension, composition (writing), computational skills, and mathematical systems.

2.2 To demonstrate standards of proficiency, each student must master 100% of the adopted goals and objectives in each of the four areas (reading comprehension, composition (writing), computational skills, and mathematical systems.

2.3 Each achievement area stands alone. Once a student has demonstrated mastery of 100% of the goals and objectives in an achievement area, the student has met the standards of proficiency requirements for graduation for that academic area.

2.4 The standard form of assessment shall be a paper and pencil type of examination.

2.5 There will be no fewer than three test items for each objective on each alternate form of the graduation standards of proficiency examination. Note: Objectives requiring the writing of a composition would be an exception.

2.6 To demonstrate mastery of each objective, the student must respond correctly to at least 66.7% (or 2 of 3) of the test items used to assess mastery of an objective.

3.0 Schedule of Graduation Standards of Proficiency Assessments for Grades 6-12 in the Areas of Reading Comprehension, Composition (Writing), and Computational Skills:

The assessment schedule shown below is recommended for implementation during the 1978-79 school year.

3.1 Grades 6, 7, 9: No recommendation at this time.

3.2 Grade 8: Assessment to be conducted during the Spring Semester. Grade 8 students attending private schools within the N-MUSD area and planning to attend Grade 9 at N-MUSD will be permitted to take the N-MUSD assessment.

Private schools are to be notified of the Grade 8 assessment schedule so that the students could arrange to participate in the assessment at the Middle School of their attendance zone.

3.3 Grades 10, 11: Assessments to be conducted three times a year.

Time 1 Fall Semester: during regular school hours in November

Time 2 Spring Semester: the third Saturday in May

Time 3 Summer School: last week of summer school during regular Summer School hours

3.4 Grade 12: Assessments to be conducted as required to meet individual student needs. A 12th grade student may take the exam during the scheduled time identified for Grades 10 and 11 also.

4.0 Student Options to Retest During 10th and 11th Grades:

Any 10th or 11th grade student who needs to demonstrate standards of proficiency in any of the three achievement areas (Ref. 2.1) may take the examination during any regularly scheduled assessment; e.g. Time 1,2,3, in 3.3 above.

5.0 Testing for Mastery of Specific Goals and Objectives:

Prior to Grade 12, a student must retake the entire achievement area (Ref. 2.1) examination if that student has not demonstrated mastery of 100% of the objectives in an achievement area except in the writing samples of the Composition area. Therefore, the writing sample portion of the composition universe will stand as a separate universe and need not be repeated if successfully passed. Any 12th grade student who has not demonstrated mastery of 100% of the goals and objectives in an achievement area (Ref. 2.1) may be retested only on those goals and objectives the student has not yet mastered.

6.0 Alternative Methods of Assessment:

No alternative to the paper/pencil method of assessment will be available to any grade level except 12th. Alternative methods of assessment for Grade 12 will be identified and criteria for mastery of the achievement area (ref. 2.1) objectives will be set at a later date. The alternative methods must be approved by local school principal and the Superintendent or his designee.

7.0 Reciprocity:

New students will be held accountable for the N-MUSD graduation competencies as follows:

7.1 New students arriving in the District through the end of Grade 11 must meet the N-MUSD standards of proficiency for graduation.

7.2 New students arriving in the District from another California District during or at the beginning of Grade 12 (Grade 12 means having been enrolled at least six semesters or earned 140 units of credit), N-MUSD shall, if the graduation standards of proficiency required by their former District have been mastered, accept that as meeting our adopted standards of proficiency for graduation.

7.3 New students arriving in the District from out of state during or at the beginning of Grade 12 must meet the N-MUSD graduation standards of proficiency requirements.

PROGRAM CBS103 FILE OM0008F78 NEWPORT-MESA UNIFIED SCHOOL DISTRICT DATE 11-30-78 PAGE 1

OBJECTIVE MATRIX REPORT

SCHOOL: NUMBER:00077 TITLE: GRAD. PROF. CPS-A TOTAL ITEM COUNT: 66
TEACHER: SEQ. NO: TEST DATE: 11-15-78 TOTAL OBJECTIVE COUNT: 4
GRADE: 10 PARAMETER FILE: BC000ACPS,BH0008F78

PART 1 OF 1

SEP AREA:			CPS	CPS	CPS	CPS		
CATEGORY:			90	90	90	90		
SUB CATEGORY:			51	52	52	53		
GOAL:			01	01	02	01		
OBJECTIVE:			02	04	05	04	# MAST	% MAST
ROBERTA	A	(8081:0549)	X	X	X		3	75
NINO	L	(8081:0550)		X	X	X	3	75
DORIS	D	(8081:0551)	X	X	X	X	4	100
JAMES	V	(8081:0552)	X	X	X	X	4	100
PHILLIP	C	(8081:0553)	X	X	X	X	4	100
VICKIE	L	(8081:0554)		X	X	X	3	75
ANTHONY	A	(8081:0555)	X	X	X	X	4	100
JOHN/CRA	!	(8081:0556)		X	X		2	50
RICHARD	D	(8081:0557)		X	X		2	50
DAVID	A	(8081:0558)	X	X	X	X	4	100
LESLIE	L	(8081:0559)	X	X	X	X	4	100
SCOTT	A	(8081:0560)		X	X		2	50
DIANE	E	(8081:0561)	X	X	X		3	75
LOUIS	J	(8081:0562)		X	X		2	50
ARLEEN	C	(8081:0563)	X	X	X	X	4	100
GREGORY	A	(8081:0564)		X	X	X	3	75
LUIS	A	(8081:0565)		X	X		2	50
SELINA	!	(8081:0566)		X	X		2	50
CHANIDA	!	(8081:0569)	X	X	X	X	4	100
LORI	A	(8081:0570)		X	X	X	3	75
PAMELA	N	(8081:2394)	X	X	X		3	75
DANIEL	K	(8081:0571)		X	X	X	3	75
NANCY	L	(8081:0572)	X	X	X		3	75
REBECCA	A	(8081:0573)	X	X	X	X	4	100
TONY	M	(8081:0574)		X	X	X	3	75
BILLY(ED	E	(8081:0575)		X	X		2	50
WILLIAM	G	(8081:0576)	X	X	X	X	4	100
LISA	G	(8081:0577)	X	X	X	X	4	100
BRADLEY	D	(8081:0578)	X	X	X	X	4	100
BRENDA	K	(8081:0579)	X	X	X	X	4	100
JAMES	V	(8081:0580)		X	X	X	3	75
PHILLIP	B	(8081:0581)	X	X	X	X	4	100
SUSAN	M	(8081:0582)	X	X	X	X	4	100
SERENA	S	(8081:0583)		X	X	X	3	75
CHRIS	A	(8081:0584)		X	X	X	3	75
MARK	D	(8081:2395)		X	X	X	3	75

-19-

EXHIBIT #11

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GRADUATION PROFICIENCY STATUS

NEWPORT MESA UNIFIED SCHOOL DISTRICT

EXHIBIT #12

COMPUTATION SKILLS

- X NUMERAL NAME
- X ADD, SUBTRACT WHOLE NUMBERS (5 OR LESS)
- X MULTIPLY SINGLE DIGITS
- X ADD ANY WHOLE NUMBERS
- X SUBTRACT ANY WHOLE NUMBERS
- X MULTIPLY FACTORS (10-100)
- X DIVIDE (ONE-DIGIT DIVISOR)
- DIVIDE ANY WHOLE NUMBERS
- ADD FRACTIONS - LIKE DENOMINATORS (SUM OF 1 OR LESS)
- ADD FRACTIONS - LIKE DENOMINATORS (SUM OF 1 OR MORE)
- ADD FRACTIONS - UNLIKE DENOMINATORS (SUM OF 1 OR LESS)
- X SUBTRACT PROPER FRACTIONS - LIKE DENOMINATORS
- SUBTRACT MIXED FRACTIONS - LIKE DENOMINATORS
- SUBTRACT PROPER FRACTIONS FROM WHOLE NUMBERS
- X MULTIPLY WHOLE NUMBERS - PROPER FRACTIONS
- X MULTIPLY PROPER FRACTIONS
- X MULTIPLY WHOLE-MIXED NUMBERS
- ADD DECIMAL FRACTIONS
- SUBTRACT DECIMAL FRACTIONS
- X MULTIPLY DECIMAL FRACTIONS
- X DIVIDE DECIMAL BY WHOLE NUMBER
- X DIVIDE DECIMAL BY DECIMAL
- DIVIDE WHOLE NUMBER BY DECIMAL
- COMMON FRACTION TO A PERCENT
- COMMON INTEGRAL PERCENT

MATHEMATICAL SYSTEMS SKILLS

- X WHOLE NUMBER (DIGIT PLACE VALUE)
- DECIMAL (DIGIT PLACE VALUE)
- LINE SEGMENT (FRACTION)
- FRACTIONS TO DECIMALS
- X READING A THERMOMETER
- X READING A SCALE
- UNITS OF MEASUREMENT
- LENGTH OF LINE SEGMENT
- X FINDING PERIMETER
- X FINDING VOLUME
- X FINDING AREA
- X WORD PROBLEM (SELECTING OPERATION)
- X WORD PROBLEM (ONE OPERATION - WHOLE NUMBERS)
- X WORD PROBLEM (ONE OR MORE OPERATIONS)
- SALES TAX AND SELLING PRICE
- SIMPLE YEARLY INTEREST
- X FINDING TOTAL EXPENDITURE
- X DETERMINING CHANGE
- X FINDING TOTAL SALARY

WRITING SKILLS

- X A - BUSINESS LETTER (APPLYING FOR A JOB)
- B - COMPOSITION (UNIFIED AROUND A CENTRAL IDEA)

COMPOSITION SKILLS

- SPELLING
- X CAPITALIZATION
- X PUNCTUATION
- X USAGE

READING SKILLS

- X MULTIPLE-MEANING WORDS (USING CONTEXT CLUES)
- X MAIN IDEA
- X SPECIFIC DETAILS
- X EVENTS IN ORDER
- X CAUSE / EFFECT
- X INFERENCE
- X FACT VS. OPINION
- X USING THE NEWSPAPER
- X FILLING OUT FORMS / APPLICATIONS
- ALPHABETICAL ORDER

SUMMARY OF SKILLS MASTERED

SUBTESTS	MASTERED		PERCENT
COMPUTATION	14	OF 25	56 %
MATH SYSTEMS	12	OF 19	63 %
READING	9	OF 10	90 %
COMPOSITION	3	OF 4	75 %
WRITING SAMPLE A	1	OF 1	100 %
WRITING SAMPLE B	0	OF 1	0 %

DATE LAST TESTED: 01/03/79
REPORT DATE: 07/02/80
COUNSELOR: RIORDONS
SCHOOL: ESTANCIA

STUDENT NAME AND ADDRESS

RICHARD V. DAVIS
19642 BAILY CIRCLE
COSTA MESA, CA. 92626

STUDENT NUMBER: 0462
HOME PHONE: 555 2403
GRADE: 09
BIRTHDATE: 12/03/64
SEX: M

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CBS440-GPR GRADUATION PROFICIENCY REPORT 9/23/85 12:48
76

1987 STANLEY BIRTHDATE: 10/20/69
GRADE: 10 SEX: M DATE LAST TESTED: 3/28/85
COUNSELOR: WERLEY,R.E.

COMPUTATION ( )
(M) GP.02.001
(M) GP.02.002
(M) GP.02.003
(M) GP.02.004
(M) GP.02.005
(M) GP.02.006
(M) GP.02.007
(M) GP.02.008
(M) GP.02.009
(M) GP.02.010
(M) GP.02.011
(M) GP.02.012
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(M) GP.02.019
(M) GP.02.020
(M) GP.02.021
(M) GP.02.022
( ) GP.02.023
( ) GP.04.020
( ) GP.04.021

MATHEMATICS (M)
(M) GP.04.001
(M) GP.04.002
(M) GP.04.003
(M) GP.04.004
(M) GP.04.005
(M) GP.04.006
(M) GP.04.007
(M) GP.04.008
(M) GP.04.009
(M) GP.04.010
(M) GP.04.011
(M) GP.04.012
(M) GP.04.013
(M) GP.04.014
(M) GP.04.015
(M) GP.04.016
(M) GP.04.017
(M) GP.04.018
(M) GP.04.019

WRITING A&B (M/M)
(M) GP.05.001
(M) GP.06.001

COMPOSITION (M)
(M) GP.03.001
(M) GP.03.002
(M) GP.03.003
(M) GP.03.004

READING (M)
(M) GP.01.001
(M) GP.01.002
(M) GP.01.003
(M) GP.01.004
(M) GP.01.005
(M) GP.01.006
(M) GP.01.007
(M) GP.01.008
(M) GP.01.009
(M) GP.01.010

EXHIBIT #13

NEWPORT-MESA Unified School District

post office box 1368 • newport beach, california 92663 • 714) 760-3200

JOHN W. NICOLL, Superintendent

February, 1981

Dear Mr. and Mrs. _____:

Recently you should have received a data mailer giving _____'s results on the Minimum Graduation Proficiency Test given in November, 1980. As his/her counselor, I would like to notify you of what action I am taking in response to these results. The paragraph checked refers to your student. The unchecked paragraph does not apply.

☐ Your son/daughter passed a large portion of the skills in the six subtests. These test results will help me make sure that s/he is enrolled in appropriate classes and/or skills labs. Should s/he not master the remaining skills by February of next year, I will call a special conference for you and your child. In the meantime, your child should seek the review necessary to improve in those skills. Please feel free to contact me if you have any questions.

☐ Your son/daughter passed only a few of the skills in the six subtests. As a result, it is important that you and your child meet with me to review the details of the results and to discuss an appropriate program.

This conference is scheduled for _____ at the high school. Please call _____ to confirm your attendance.

For your information, the next administration of the Minimum Graduation Proficiency Test will be during school time, May 5-7, 1981. At the end of the school year current sophomores, juniors, and seniors who still have skills to master will be eligible for a special basic skills summer school scheduled for June 22 through July 31, 1981. Individualized instruction and testing for each skill will be offered.

Sincerely,

Counselor

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
COMPETENCY CONFERENCE REPORT

School #	Student #	Student Name	Grade	Sex	Counselor	Test Date

To graduate from the Newport-Mesa Unified School District a student must:
1) pass all required subjects 2) earn at least 200 units of credit 3) demonstrate competency in reading, composition, computation, and mathematics by passing all six subtests of the District's Minimum Graduation Proficiency Test.

When the tests were last given, your child did not pass the subtests indicated below:

____ Reading Skills
____ Composition Skills (spelling, mechanics, usage)
____ Mathematical Systems Skills
____ Computational Skills
____ Writing Sample: Business Letter
____ Writing Sample: Composition

Specific skill weaknesses are itemized on the data mailer you recently received. The purpose of this conference is to review these in detail, to discuss possible reasons for non-mastery, and to recommend a course of action.

A review of your child's records shows that the following factors may be contributing to his/her lack of certain basic skills.

____ poor attendance
____ lack of commitment to school work
____ low grades in the subject(s)
____ other _____
____ no specific problems, probable need for review only

COMMENTS:

To better prepare for the next test, we recommend that your child:

____ attend school regularly
____ complete class assignments, achieve at least average (C) grades
____ other _____
____ enroll in the following class(es) and/or skills labs:

____ repeat the following class(es) and/or skills labs:

The next tests will be given May 5 - 7, 1981. On these dates your child should retake the subtests s/he did not pass.

---

1. It is understood that no student will be awarded a diploma until s/he has earned 200 units of credit, has passed all required subjects, and has passed all six subtests of the Newport-Mesa Unified School District Minimum Graduation Proficiency Test.

2. The specific skill weaknesses have been reviewed and the above plan agreed upon by the persons whose signatures appear below:

_____ Student
_____ Parent/Guardian
_____ Principal/Designee
_____ Counselor
_____ Date of Conference

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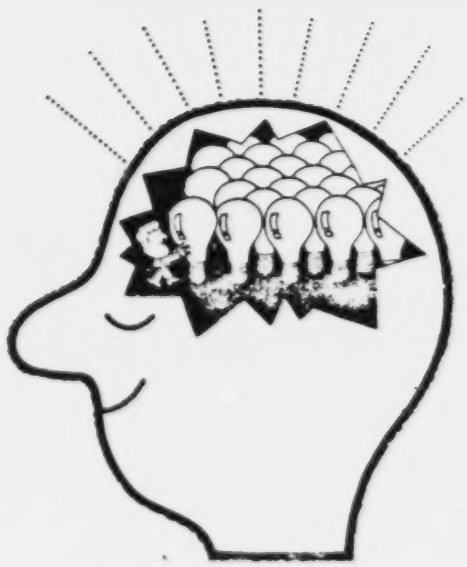
EXHIBIT #14

Newport-Mesa Unified School District

Minimum Graduation Proficiencies Test

READING

basic skill review packet



MINIMUM PROFICIENCY OBJECTIVE

READING

90.41.1.7 - FINDING THE MAIN IDEA

TABLE OF CONTENTS

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Subskill 1: Topic Words 1
Subskill 2: Finding the Central Idea or Topic of Pictures 4
Subskill 3: Finding the Topic 6
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Subskill 6: General and Specific 13
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Exercise 23
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Answer Keys 29

Dr. John W. Nicoll
Superintendent

Dr. Norman R. Loats
Deputy Superintendent

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Composition
SUBJECT AREA

Usage: Fragments, run-ons, pronoun case*

4, 5, 6
GRADE LEVEL(S)

90.4.53.15, 90.5.53.15, 90.6.53.15
ESSENTIAL COMPETENCY NUMBER(S)

MATERIAL READILY AVAILABLE (from Development Lab, 3303)

1. Ditto Master, "Is It a Sentence?", grades 4, 5, 6
2. Worksheet, "Unscramble the Words," grades 4, 5, 6
3. Worksheet, "Mixed-up Pronouns," grade 6
4. Worksheet, "Using Pronouns," grades 5, 6
5. Worksheet, "Sad Sue," grade 6
6. Worksheet, "I Know Sentences," useful pre-test for grades 4, 5
7. Worksheet, "Moving Ahead," useful pre-test for grade 6
8. Worksheet, "Sentence Practice," grades 4, 5, 6
9. Worksheet, "Pronoun Puzzles," grades 4, 5, 6
10. Written Language Continuum, Complete Sentences, Level B-5, Level B-6, Level B-8, Level C-1, Level D-5, Level E-4, Level F-6, objective activities and worksheets, grades 4, 5, 6
11. Parent Support Package, "Usage" (includes a game), grade 6

RECOMMENDED TEXTS, WORKBOOKS THAT CAN BE ORDERED

1. Hayes Language Drills and Tests, Hayes School Publishing Co., Wilkinsburg, Pa.
2. Writing Skills, Book B- Sentence Parts; Book C- Combining Sentences
   Scholastic Book Service, 1978, 904 Sylvan Avenue, Box 2002, Englewood Cliffs, NJ 07632
3. Write to Read, Level D, Complete Sentences, pages 4, 20, 40, 41, grades 4, 5
   Modern Curriculum Press, Inc. 13900 Prospect Road, Cleveland, Ohio 44136
   Grade 6: Write to Read, Level D, Complete Sentences, pages 4, 20, 40, 41; Conjunctions, pages 9, 11; Varying Sentences, pages 13, 39, 48, 52

RECOMMENDED MEDIA

1. New Adventures in Language I & II, Troll, 15 filmstrips. Builds a strong foundation in grammar, punctuation, and composition through imaginative stories.

TEACHING SUGGESTIONS

1. Answer sheets for each of the dittos/worksheets included above should be readily available to students. Students need immediate feedback as to their understanding and mastery of the

* For full text of objective(s), see Section 1, pa- (continued)

TEACHING SUGGESTIONS (continued)

material included. Also, the suggested materials above do require pre-teaching--the teacher must understand if the material is to be used as tests or as practice and reinforcement.

2. Game: One child starts a sentence with one word or a phrase. Next child adds a word that does not complete the sentence. Next child does same and so forth until a child can no longer prevent its completion. That (child-row-team, etc.) gains a point. Rules: Player(s) cannot use more than one conjunction or three adjectives. Team with least points wins.

3. Reverse Game: Start with a sentence. Children remove as many words as they can and still have a complete sentence. Team or child who can no longer remove a word gains a point. Least number of points wins.

4. Game: Provide many cards with nouns, pronouns, verbs, verb forms, etc. Each child draws four cards. In turn each makes a proper sentence using his/her cards. If s/he cannot, s/he lays down a card and draws one from the stack. Points are earned for each sentence that is correct. Opponents may challenge usage. If correct challenge is made, challenger gets point and may change sentence (if s/he can) to make it correct. If s/he can't, other players may try. If no one can correct the sentence, the first player picks it up again, lays one card down, and draws another. Each player, at his/her turn, chooses to play the cards s/he has, pick up top one off discard pile, or draw a card. Each player replaces, by drawing, as many cards as s/he uses up. Play continues until no player can make a sentence. Winner: one who has most complete sentences on the table.

READING OBJECTIVE SHORT TITLE	K 1 2 3 PRIMARY	4	5 UPPER PHASE-IN	6	7 8 9 10 11 12 MIDDLE SCHOOL → HIGH SCHOOL (OBJECTIVE NUMBER)	MINIMUM GRADUATION PROFICIENCIES
MULTIPLE-MEANING WORDS (USING CONTEXT CLUES)	* OBJECTIVES TO BE SELECTED AND THIRD GRADE TEST WRITTEN BY DECEMBER, 1979	Given a sentence using familiar vocabulary, the student will select the correct one of two meanings for an underlined word according to the context of the sentence. (Words will be selected from an upper grade master list.) (90.4.32.19)	Given a sentence using familiar vocabulary, the student will select the correct one of three meanings for an underlined word according to the context of the sentence. (Words will be selected from an upper grade master list.) (90.5.32.19)	Given a sentence using familiar vocabulary containing a nonsense word, the student will select the most probable synonym for the nonsense word from a list of words. (90.6.32.19)	(90.32.1.9)	Given a sentence using a word that can have multiple meanings, the learner will indicate the correct meaning of the word from a list of definitions.
MAIN IDEA	*	Given a fourth grade reading selection and three titles, the student will select the most appropriate title for that selection. (90.4.41.17)	Given a fifth grade reading selection and three phrases, the student will select the phrase that expresses the main idea of that selection. (90.5.41.17)	Given a sixth grade reading selection and three sentences, the student will select the sentence that expresses the main idea of that selection. (90.6.41.17)	(90.41.1.7)	Given a reading selection and written statements, the learner will indicate the statement expressing the main idea.
SPECIFIC DETAILS	*	Given a fourth grade reading selection, the student will answer specific questions about the selection. (90.4.41.24)	Given a fifth grade reading selection, the student will answer specific questions about the selection. (90.5.41.24)	Given a sixth grade reading selection, the student will answer specific questions about the selection. (90.6.41.24)	(90.41.2.4)	Given a reading selection, the learner will answer specific questions about the selection.
EVENTS IN ORDER	*	Given two sets of the same three simple sentences, the student will select the set that is in chronological order. (90.4.41.35)	Given three sets of the same three simple sentences, the student will select the set that is in chronological order. (90.5.41.35)	Given a reading selection in which there is a sequence of events, and a list of those events, the student will select the event which comes before or after a specified event. (90.6.41.35)	(90.41.3.5)	Given a reading selection and a list of main events, the learner will select the event which chronologically came first or last as directed.
CAUSE/EFFECT	*	Given a statement implying a probable effect and three possible effects, the student will select the most probable effect. (90.4.42.24)	Given the effect and a list of three possible causes, the student will select the most probable cause. (90.5.42.22)	Given a short sixth grade reading selection containing a cause and effect situation, the student will select the cause or effect of the stated situation. (90.6.42.24)(.22)	(90.42.2.2) (90.42.2.4)	Given a significant event from a reading selection and a list of possible causes, the learner will indicate its cause. Given a significant event from a reading selection and a list of possible effects, the learner will indicate its effect.
INFERENCE	*	Given a fourth grade reading selection and a list of three inferences, the student will indicate the correct inference. (90.4.42.33)	Given a fifth grade reading selection and a list of three inferences, the student will indicate the correct inference. (90.5.42.33)	Given a sixth grade reading selection and a list of three inferences, the student will indicate the correct inference. (90.6.42.33)	(90.42.3.3)	Given a paragraph and a list of inferences, the learner will indicate the correct inferences.
FACT VS. OPINION	*	Given a set of statements using fourth grade vocabulary, the student will identify them as fact or opinion. (90.4.42.81)	Given a set of statements using fifth grade vocabulary, the student will identify them as fact or opinion. (90.5.42.81)	Given a set of statements using sixth grade vocabulary, the student will identify them as fact or opinion. (90.6.42.81)	(90.42.8.1)	Given a set of statements, the learner will identify them as fact or opinion.
USING THE NEWSPAPER	*	Given a table of contents, and a specific topic to locate, the student will use that page to answer specific questions. (90.4.53.43)	Given a simple index page and an item to locate, the student will use that page to answer specific questions. (90.5.53.43)	Given a simple index page having headings and subheadings, the student will use that page to answer specific questions. (90.6.53.43)	(90.53.4.3)	Given a facsimile of a section of the newspaper, the student will select the correct answers to questions about the specialized information found in that section. Sections which might be given would include: a) front page index, b) television schedule, c) classified ads--for rent or sale, d) classified ads--help wanted, e) weather report, f) block ads such as sale ads
FILLING OUT FORM/ APPLICATION	*	Given no more than two directions and three possible responses, the student will select the one that is done correctly. (90.4.56.18)	Given a blank form or application relevant to the age group, the student will answer specific questions about how it should be completed. (90.5.56.18)	Given a blank form or application relevant to the age group, the student will correctly complete the form. (90.6.56.18)	(90.56.1.8)	The learner will follow written instructions to indicate that he/she knows how to fill out a form or application.
ALPHABETICAL ORDER	*	Given lists of words, the student will indicate that list which is in alphabetical order to the second letter. (90.4.55.12)	Given lists of words, the student will indicate that list which is in alphabetical order to the third letter. (90.5.55.12)	Given lists of words, the student will indicate that list which is in alphabetical order to the fourth letter. (90.6.55.12)	(90.55.1.2)	Given lists of items, the learner will indicate that list which is in alphabetical order.

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EXHIBIT #17

ENTRY DATE:_____ NAME:_____
first middle last

SEPT. GRADE LEVEL:____ LAB PERIOD:_____ TEACHER:_____

READING PROFICIENCIES PASSED (✓): MULT-MNG WDS____/MAIN ID____/SPEC DET____/EVENTS____/ CAUSE____/INFER____/FACT____/NEWSP____/FORMS____/ALPHA____.

COMPOSITION PROFICIENCIES PASSED (✓): BUS LETTER____/SPELL____/CAPS____/PUNC____/ USAGE____/COMPOSITION____.

ENGLISH

PRESCRIPTION CARD

READING

PROFICIENCY: CONTEXT CLUES (90.32.1.9)

Pretest ➡ placement L M H

PLACEMENT	PUBLISHER/BOOK	PAGES/UNITS	SCORE #	%	INITIAL	DATE
L	HBJ/Reading Skills Workbook, Level 4	Pp. 1, 2	16			
L	HBJ/Reading Skills Workbook, Level 4	P. 93	6			
L	HBJ/Reading Skills Workbook, Level 4	P. 113	7			
L	HBJ/Reading Skills Workbook, Level 4	Pp. 5, 6	14			
L	HBJ/Reading Skills Workbook, Level 4	P. 56	7			
L	HBJ/Reading Skills Workbook, Level 6	Pp. 29, 93	16			
L	SF/Basic Reading Skills	P. 12	16			
L	SF/Basic Reading Skills	P. 13	10			
M	SF/Basic Reading Skills	P. 11	20			
M	HBJ/Reading Skills Workbook, Level 6	Pp. 10, 60	13			
M	HBJ/Reading Skills Workbook, Level 8	Pp. 34, 72	12			
M	HBJ/Reading Skills Workbook, Level 8	Pp. 91, 140	15			
M	SF/Basic Reading Skills	P. 22	6			
M	SF/Basic Reading Skills	P. 23	10			
M (R)	RD/Workshop I	Cards 1c, 2c	14			
M (R)	RD/Workshop I	Cards 4c, 7c	15			
M (R)	RD/Workshop II	Cards 1c, 5c	14			
M (R)	RD/Workshop II	Cards 6c, 8c	15			
M	HBJ/Reading Skills Workbook, Level 8	P. 27	10			
M	HBJ/Reading Skills Workbook, Level 8	P. 52	10			
M	HBJ/Reading Skills Workbook, Level 8	P. 121	10			
M	HBJ/Reading Skills Workbook, Level 8	P. 149	8			
MH	Practice Packet					
H	SF/Reading Tactics, A	P. 11 (A-D)	4			
H	SF/Reading Tactics, A	Pp. 12, 13	15			
H	SF/Reading Tactics, A	Pp. 14, 15	8			
H (S)	McD/Building English Skills	Pp. 1, 2	20			
H (R)	RD/Workshop I	Cards 13c, 15c	22			
H (R)	RD/Workshop II	Cards 11c, 13c	12			
	Basic Skills Review Packet					
	Mini-Test for Mastery					

EXHIBIT #18

CBS443-GPR GRADUATION PROFICIENCY REPORT 9/23/85 12:46
76)

1987 STANLEY BIRTHDATE: 10/20/69
GRADE: 10 SEX: M DATE LAST TESTED: 3/28/85
COUNSELOR: WERLEY,R.E. ACTIVE HISTORY YEAR: 88

1(M) GP.01.001	(M) GP.02.005	(M) GP.02.019	(M) GP.04.004	(M) GP.04.018
(M) GP.01.002	(M) GP.02.006	(M) GP.02.020	(M) GP.04.005	(M) GP.04.019
(M) GP.01.003	(M) GP.02.007	(M) GP.02.021	(M) GP.04.006	5(M) GP.05.001
(M) GP.01.004	(M) GP.02.008	(M) GP.02.022	(M) GP.04.007	6(M) GP.06.001
(M) GP.01.005	(M) GP.02.009	( ) GP.02.023	(M) GP.04.008	7( ) GP.07.001
(M) GP.01.006	(M) GP.02.010	( ) GP.04.020	(M) GP.04.009	( ) GP.07.002
(M) GP.01.007	(M) GP.02.011	( ) GP.04.021	(M) GP.04.010	(M) GP.07.003
(M) GP.01.008	(M) GP.02.012	3(M) GP.03.001	(M) GP.04.011	(M) GP.07.004
(M) GP.01.009	(M) GP.02.013	(M) GP.03.002	(M) GP.04.012	(M) GP.07.005
(M) GP.01.010	(M) GP.02.014	(M) GP.03.003	(M) GP.04.013	(M) GP.07.006
2(M) GP.02.001	(M) GP.02.015	(M) GP.03.004	(M) GP.04.014	(M) GP.07.008
(M) GP.02.002	(M) GP.02.016	4(M) GP.04.001	(M) GP.04.015	( ) GP.07.009
(M) GP.02.003	(M) GP.02.017	(M) GP.04.002	(M) GP.04.016	( ) GP.07.010
(M) GP.02.004	(M) GP.02.018	(M) GP.04.003	(M) GP.04.017	8( ) GP.07.007

1(M) READING	3(M) COMPOSITION	5(M) W/S LETTER	7( ) SOCIAL STUDIES	
2( ) COMPUTATION	4(M) MATH	6(M) W/S THEME	8( ) SOC. STD. ESSAY	

EXHIBIT #19

NEWPORT-MESA UNIFIED SCHOOL DISTRICT 09/23/85
GRADUATION PROFICIENCY TESTING PROGRAM - GRADE 10

RESULTS OF ASSESSMENT IN PROFICIENCY AREA OF SOCIAL STUDIES FOR
STANLEY DATE TESTED: 03/28/85

CIVICS & GOVERNMENT	HISTORY	ECONOMICS
(M) KNOWLEDGE OF FEDERAL STATE & LOCAL GOV'T	(M) TERMS & CONCEPTS	( ) CONSUMER EDUCATION
( ) DEMOCRATIC POLITICAL PHILOSOPHY VS OTHERS	(M) HISTORICAL PERSONALITIES	( ) ECONOMICS
( ) CIVIC PARTICIPATION	( ) CAUSE & EFFECT (ESSAY)	GEOGRAPHY
		(M) POLITICAL & CULTURAL GEOGRAPHY
		(M) MAP READING
		CAREERS
		( ) RESUME WRITING

MRS. I.
3200 HIGH HOPES RD.
CORONA

(M) = MASTERY OF SKILL. (C) = CREDIT FOR SKILL. SEE ACCOMPANYING LETTER.